Please feel free to call or email ANYTIME!

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**Social Studies Content Seminar TWO!**

**Guided Practice**

Agenda for tonight:

* + - 1. 5-8 minutes: What is guided practice? Compare and Contrast GP and IP
      2. 2 minutes: Guided practice is a way to keep students engaged and invested in learning. Always try to connect this time to your big goal! Work hard, get smart ☺
      3. 3 minutes: Feedback: some expressed that they wanted less topics and more practice and others said not so much modeling. How do you learn?
      4. 3-4 minutes: Reflection: have you used any strategies presented at the last content seminar? If so which ones?
      5. 5-6 minutes: Q&A time: do you have any questions how to implement the strategies we talked about last session?
      6. 30 minutes:

1. LOOK: with my students I would have them scan over the text book, photos, handouts of some sort or just a topic I know they are familiar with and have them think of three questions: who what when where or why?

\* For us, each of choose 3 activities that you would like modeled or seem confusing to use/implement in class.

1. ASK: with my students they would think of three questions, write them on post-its and come stick them on the board in a who, what, when, where, why chart.

\* For us, we will tally the most questioned on the board

1. WATCH or LISTEN: In my class we would watch a video clip, ppt, play acted out by students and they have to answer the questions using the information presented using complete sentences.

\* For us, I will model the activity or give a description of how I use it in my classroom, if anyone else in the room has done the activity I hope they will share their experiences!

iv. We will only go over as many as time allots in the order in which they were most requested, if you have any questions that just couldn’t be answer tonight please feel free to ask after the session, email or call!

* + - 1. 2-5 minutes: closing: Questions and answers about anything! (well, that’s related to teaching ☺)

Guided Practice: Teach Modeling

General Expectations:

* In my classroom I use GP to check student comprehension of what is expected for IP; for us teachers who only have 45-55 minute class period GP is cut short!
* I usually have a student model what I expect, sometimes I will use the ELMO to model
* Many of the ideas listed below can be both IP and GP

Ideas for Guided Practice

*There are many ways in which to practice new knowledge. You will need to align your skill for the day with your GP activity.*

**Reading comprehension and summarization**

***All these strategies work well if the independent practice will be answering questions about a reading.***

**Text-coding**

teach students to focus and process what they read by creating a system of symbols to draw in the margins of what they are reading (examples: question marks for key words they don’t understand, check marks for topic sentences, squiggly underlining for important people, etc.).

**Margin notes**

reading through a passage as a class, and pausing after each paragraph, and asking students questions about the main ideas from each paragraph, writing them in the margin.

**Effective highlighting**

most students, when given a highlighter, will highlight nearly everything. Guided Practice could be teaching students strategies for highlighting the “right” information.

**Writing**

***All these strategies work well if the independent practice will be answering questions in complete sentences, writing persuasively, writing an opinion, or writing a summary***

**Sentence completion**

Give students the first or last half of a sentence, and have them write the rest.

**Tie together key words**

give students a short list of key words, and have them work together to make it into a sentence that summarizes a major idea from the lesson.

**Multiple choice**

show students writing samples of varying quality, and have them criticize each and explain why one is better than the others.

**Bingo-Bango-Bongo**

a twist on the idea of the five paragraph essay. When my students write paragraphs, they write 5 sentence paragraphs: Introduction, Bingo, Bango, Bongo (at least 3 supporting details) and a conclusion.

***.***

**Interpreting graphs, charts, and maps**

***All these strategies work well if the independent practice will be answering questions about graphs/charts, predicting patterns, or drawing conclusions.***

**Create a graph**

use a very simple data table and have students draw bar, line, and pie graphs using the information. Knowing how graphs and tables are constructed often helps them interpret their meaning.

**Multiple choice**

present students with data in a graph or chart, and present them with four conclusions. Have students choose which conclusion can be supported with the data and which conclusions are incorrect.

**For maps**

largely depends on the objective, but guided practice can involve explaining how to use the legend and how to draw appropriate conclusions using the map.

**Analyzing visuals and quotes**

**SOAPS**

Guided Practice could be going through these five questions as a class as students look at a picture or after reading a quotation (S = Who is the **s**peaker (or artist or writer)? O = What is the **o**ccasion for speaking? A = Who is the **a**udience? P = What is the speaker’s **p**urpose for speaking? S = What is the **s**ignificance of the quote?).

**APPARTS**

a more in-depth version of SOAPS. A - Author, P - Place and Time, P - Prior knowledge (what do the students already know about this person and the historical situation), A = Audience, R = Reason for speaking/writing, T = The Main Idea, S = Significance.

**RATM *–***

This for every quote on the TAKS test, it’s the short version of APPARTS, and I let them listen to Rage Against the Machine (RATM) during independent practice time when we do this.

**A**uthor – write notes to the side about what you already know about the author

**T**ime and Place – write notes to the side about what you already know about this year and location

**M**ain Point – underline hints, stuff you understand, and don’t worry about what you don’t understand

**R**eason – Why did the author write this?

**TACOS:**

its just fun and easier for students to remember, it’s the same as above.

T-title

A-Author and Audience

C- content- what is it about? What is it telling me? What do you know about this?

O- Occasion- why was it written?

S- significance- what is it telling me? Why important?

**SKI:**

this is my favorite, I use this for images, texts, knowledge questions; everything! I tell students that it is proven they are 85% more likely to get the question correct if they use this strategy.

S- What do you SEE?–cirlce all the important things you see (words, title, images…)

K –What do you KNOW?—branch off and write everything you can remember about what you see.

I – what can you INFER—answer correctly, draw arrows from what you know and see to the correct answer choice, if cannot connect what you SK to I then the answer cannot be correct.

**Summarizing**

***Class Critique***

After INM, create a few good and bad examples of summaries of the day’s lesson. Have the class point out problems and things that are unclear in the bad summaries, and pick out which summaries are good and why.

***Comic Strips***

Show students a series of googled images that symbolize the main points of the INM. Have students re-tell what they have just learned as you go through the pictures.

***These work well if your independent practice will be writing a summary or drawing a summary of information learned or read during class.***

**Chronology**

***Cause and Effect***

show students a series of cause and effect relationships of increasing complexity (i.e. Cause: my alarm didn’t go off, Effect: I missed the bus…Cause: Parliament placed excessive taxes on imports, Effect: Colonists boycotted British goods).

***Visual Timelines***

Draw pictures of historical events on several sheets of paper, hand out the pictures to students, and have them place pictures in the correct order on a timeline drawn on the chalkboard.

***Dateless timelines***

It is more important for students to understand how one event leads to another than for them to memorize dates, so I often review a long chain of events that we have studied over a period of several lessons by guiding students to logically construct a timeline, giving them only the first and last event.

These work well if you want students to demonstrate their understanding of the big picture, and is especially useful when approaching a cumulative exam.

**Additional Strategies**

* + - * Create a puzzle for students to put together
      * Foldables
      * Think-write-pair-share
      * Inner circle/ Outer circle
      * Group work with designated roles (scribe, illustrator, presenter)
      * I am poems
      * Songs, rhymes, raps
      * Illustrate notes
      * Jigsaw activities
      * Graphic Organizer
      * Visual Graphic Organizer
      * Read/annotate a related source
      * Rally Coach
      * Chalk Talk- Put examples/categories around the room (on chart paper) and have students add comments
      * Sensory People- Have a picture of a person with comments like “I see…I feel…I smell…I touch…I taste” and use it for climate regions
      * Create an illustrated map
      * Illustrated Timeline
      * Passing notes back and forth to create a dialogue
      * Interview each other
      * Role Play
      * Use strips of paper to separate items into categories
      * Fingers- Students answer silently using only fingers
      * Critique an example

***Directions*: A RAFT is an assignment that lets YOU choose! Pick the role, audience, format, and theme of your choice. Your RAFT must show a strong point of view, be directed to the audience you choose, stay on topic, and show good grammar.**

**Your RAFT must be at least 15 lines long to receive full credit!!!!!**

**This assignment is due Friday, April 24th. No late work will be accepted. This is worth 100 points!**

|  |  |  |
| --- | --- | --- |
| **R** | Role: who **“you”** are as the writer | Northern Factory Worker  Southerner Plantation Owner  Northern Woman  Southern Woman  Poor Southern Farmer  Northern Immigrant |
| **A** | Audience: who you’re writing **to** | Northerner  Southerner |
| **F** | Format: what **kind** of writing | Letter  Diary Entry  Song  Rap  Newspaper Article  Speech |
| **T** | Topic: what are you writing **about** | Differences between the North and the South |

Make sure you label the Role, Audience, Format, and Topic on each assignment. Look at the grading rubric below to see how your RAFT will be graded. This sheet must be attached to your project.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | 4 | 3 | 2 | 1 |
| Point of View | The RAFT has a strong point of view and presents convincing details. | The RAFT has a moderately convincing point of view. | The RAFT struggles to accurately write in the chosen point of view. | The RAFT does not have a point of view. |
| Length | The RAFT is at least 15 lines long. | The RAFT is between 10 and 15 lines long. | The RAFT is between 5 and 10 lines long. | The RAFT is less than 5 lines long. |
| Grammar | The RAFT has less than 2 grammar or spelling mistakes. | The RAFT has 3-5 grammar or spelling mistakes. | The RAFT has 5-7 grammar or spelling mistakes. | The RAFT has ore than 8 grammar and spelling mistakes. |
| Structure | The RAFT firmly sticks to the RAFT format and chosen audience. | The RAFT shows a strong attempt to stick to the RAFT format and audience | The RAFT struggles to stay in the RAFT format or write to the chosen audience | The RAFT does not stay in the RAFT format or write to the chosen audience |

**Civil War Newspaper Article**

Choose to be either a writer from the North or the South. Clearly explain which of the topics below that you are addressing. Make sure you maintain the point of view of whichever side (North or South) that you chose.

There is no length requirement, BUT you must be able to accurately explain each of the following items.

Must include: (check them off one by one as you explain them)

* Differences between the two regions before the war
* Explain one long-term cause of the war
* Explain one short-term cause of the war
* Explain the military strengths of your side
* Explain your reaction to the Emancipation Proclamation
* Explain one long-term effect of the war
* Explain one immediate effect of the war

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | 4 | 3 | 2 | 1 |
| Point of View | Consistently represents either a Northern or Southern viewpoint throughout the article | Stays within the chosen viewpoint 75% of the time. | Attempts to stay within the chosen viewpoint but fails to accurately demonstrate it. | Does not have a clear viewpoint |
| Differences between the two regions before the war | Is able to explain 3 or more differences between the two regions before the war | Is able to explain 2 differences between the two regions before the war | Can explain one difference between the two regions before the war | Is unable to explain differences between the North and the South |
| Causes | Able to identify and accurately explain both one long-term and short-term cause of the war | Able to identify and explain only a long-term or short-term cause | Able to identify a long-term or short-term cause but fails to explain it. | Is unable to correctly identify or explain any causes of the war |
| Military strengths | Able to explain 3 or more military strengths of their side | Able to explain 2 military strengths of their side | Can explain one military strength of their side | Unable to accurately explain a military strength of their side |
| Emancipation Proclamation | Is able to fully explain the reactions of multiple parties on their side | Is able to explain a general reaction of their side | Able to explain what the Emancipation Proclamation was but not a viewpoint | Unable to accurately explain what the Emancipation Proclamation was or a viewpoint |
| Effects | Able to identify and accurately explain both one long-term and immediate effect of the war | Able to identify and explain only a long-term or immediate effect | Able to identify a long-term or immediate effect but fails to explain it | Unable to correctly identify or explain any effects of the war |

Date: January 1619

Editor (you): Period:

Travel to the New World: give three reasons why Europeans should go be Jamestown colonists:

**Advertisement:**

Make sure it is a product that would be sold in the 16th century.

**Slavery; our workers**

Explain why slaves were brought to Jamestown. Why didn’t they use Natives or English immigrants?

**The Cash Crop: Jamestown’s real Gold**

Explain why tobacco was important to Jamestown and English mercantilism!

**House of Burgesses**

Three to four sentence description of what it is, why it was formed and why it’s important.

England Daily Times

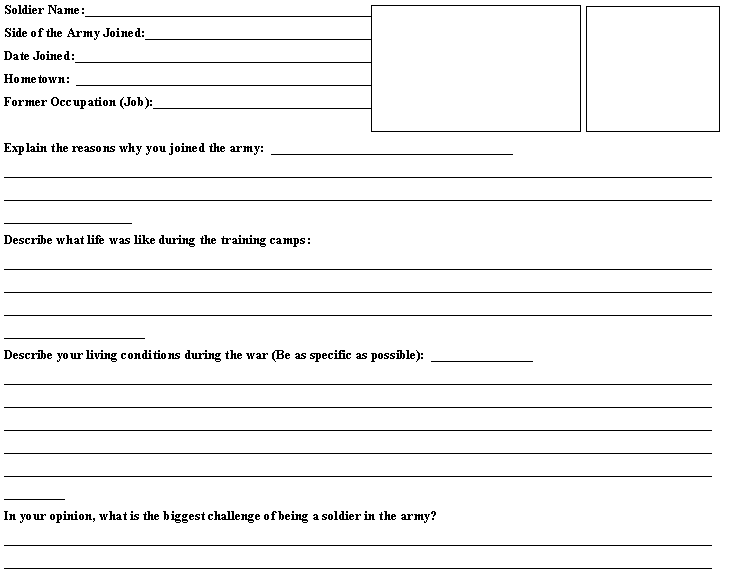
Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Section\_\_\_\_\_\_\_\_\_\_\_

**Civil Soldier: Biography**

**Your task:** Take on the role of a soldier in the region that you have been assigned (North or South) and create a biography using the form on the back of this sheet. Think about and include the information we covered today, but feel free to use your imagination!

**Scoring Guide:** Pay close attention to the rubric below. Check your work against this rubric before you turn in the assignment.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | 1 | 2 | 3 | 4 |
| Requirements | Less than 75% of questions are answered | At least 75% of questions are answered | Gives general answers to all questions | Answers all questions with lots of specific details |
| Descriptions | Less than 75% of questions are answered with accurate and specific information | At least 75% of questions are answered with accurate and specific information | 90% of questions are answered with accurate and specific information | All questions are answered completely with accurate and specific information |
| Creativity | Biography makes no attempt to show point of view of include imaginative details | Biography attempts to show a point of view or imaginative details | Biography includes elements of point of view and imaginative details | Biography shows excellent point of view and includes imaginative details |



**Andrew Jackson’s Report Card**

Andrew Jackson was a very controversial figure. It is up to you to grade his presidency. You must give him a grade for each category (A-F). You must also provide a 3 sentence explanation as to why you chose that grade.

|  |  |  |
| --- | --- | --- |
| **Category** | **Grade** | **Explanation** |
| Elections |  |  |
| Treatment of Native Americans |  |  |
| Westward Expansion |  |  |
| Appeal to the Common Person |  |  |
| Relationship with the Bank |  |  |

**Group Member Names\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Sectionalism Group Project**

Assignment: Your task is to work together with your group mates to create BOTH a poster and write a speech to present to the rest of the class on why your section or region of the country is the most important. You also want to include the important issues for your region. You will have two days to work on this project in class. If your group is willing to present to the class, you can earn extra credit points!

Grading: The rubric by which you will be graded is listed below:

|  |  |  |  |
| --- | --- | --- | --- |
|  | 1 | 2 | 3 |
| Speech | The speech is too short, off topic, or is not included as part of the project. | The speech attempts to explain one reason why that region is the most important or its important issues. | The speech explains more than one reason why the region is the most important and its important issues. |
| Poster | The poster is sloppy, unorganized, and does not explain important regional issues. | The poster attempts to portray important regional issues. | The poster meets expectations by showcasing the region and its important issues. |

\*A group evaluation may be added to the grade, if groups are not sharing the work!\*

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Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_ Section\_\_\_\_\_\_\_\_\_\_\_

Your task: Based on your intellect and creative skills, Andrew Jackson has chosen you to be a member of his campaign staff for the election of 1828. You must create either a *campaign poster* or a *newspaper advertisement* for Jackson’s campaign. He is depending on you to appeal to his desired audience.

Steps:

1. Think about the groups of Americans that Jackson tried to appeal to.

2. Choose either a newspaper ad to write or a poster to design.

3. Create your campaign item—remember the largest part of your grade depends on your ad showing that it is appealing to Jackson’s audience. (He can’t win the election if your ads are not convincing!)

4. Use this sheet of paper to create your poster or newspaper advertisement.

Rubric:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |
| Subject | The campaign item fails to meet expectations of displaying issues from the campaign of 1828. | The campaign item does not accurately address issues from the campaign of 1828. | The campaign item meets expectations by demonstrating an issue in the campaign of 1828. | The campaign item exceeds expectations by clearly and accurately portraying issues in the campaign of 1828. |
| Style / Mechanics | The campaign item fails to meet expectations because of numerous grammatical errors. | The campaign item has grammatical errors that are distracting to its meaning or lacks neatness. | The campaign item meets expectations with few grammatical mistakes and neat work. | The campaign item exceeds expectations by demonstrating grammatically correct, neat, and creative work. |
| Persuasiveness | The campaign item does not attempt to create a convincing advertisement. | The campaign item does not do an effective job creating a convincing advertisement. | The campaign item meets expectations by creating a convincing advertisement. | The campaign item exceeds expectations by creating an especially convincing advertisement. |
| Audience | The campaign item does not attempt to target any groups of Jackson’s supporters. | The campaign item does not successfully target its advertisement at a group of Jackson’s supporters. | The campaign item meets expectations by successfully targeting one group of Jackson’s supporters. | The campaign item exceeds expectations by targeting several different groups of Jackson’s supporters |

Total points \_\_\_\_\_\_\_\_\_\_\_\_\_ out of 16 points

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Section\_\_\_\_\_\_\_\_\_\_

**Debate Preparation Sheet**

Debate Topic: It’s 1800 and Ms. Encalade is undecided about whether to be a Federalists or Democratic-Republican. It is your job to convince her to join your political party. Use the copies of the articles to help you. Consider the following issues and events when preparing your points.

* Who Should Govern?
* Structure of the Government
* Economics (National Bank and Growth of the Country)
* Foreign Policy (War with France)
* Leaders
* Alien and Sedition Acts

You must prepare at least 5 strong points for the debate. The total debate project is worth 200 points. 150 points are from this debate preparation sheet and 50 points for participating in tomorrow’s debate.

Strong Arguments have the following:

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

**What Political Party Are You? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |
| --- |
| **What I Want to Say:** |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

**Debate Day**

Ms. Encalade will not participate but will keep track of the order of speakers and how many points each one earned. If you want to speak, raise your hand and you will be placed on the list. Even if you don’t raise your hand, you will be given one chance to speak before the debate is over. Keep track of your personal points and Ms. Encalade will keep track of each teams points on the board. There will be team and individual winners that receive prizes!

Each person is expected to earn at least

**2 point- supporting your own side with an argument**

**2 point- expanding or rephrasing what someone else said (piggybacking)**

**3 points- refuting (fighting back) the argument of the other side**

**3 points- a comment or question that furthers discussion**

**3 points- uses a quote from a particular text or references a text**

***IN ORDER TO RECEIVE YOUR MAXIMUM OF 50 POINTS DURING THE DEBATE SECTION EACH PERSON MUST EARN 5 POINTS!***

Keep track of the points you earn below:

|  |  |
| --- | --- |
| **Times You Talked** | **Points Earned for that Comment** |
| 1st time you talked |  |
| 2nd time you talked |  |
| 3rd time you talked |  |
| 4th time you talked |  |
| 5th time you talked |  |

**Also remember that you can make points that you did not plan on your debate preparation sheet. For example, you might want to specifically respond to something the other side said.**

Use this space below to make notes of things you want to respond to during the debate:

**Ready, Get Set, Quiz-Quiz-Trade**

Set Up: Print descriptions or characters on slips of paper.

Activity: Students each get one slip of paper with a description. They pair up with another student, read their description, and the other student guesses at the answer. Then student #2 repeats the “quiz” process. The two students exchange slips of paper and move on to find another partner.

Suggestions: Have students raise their hands when they need a new partner. This helps students find a new person to quiz with quickly and quietly.

Example Descriptions: I used this technique to teach the differences between the North and South during the Civil War.

1. “I have recently arrived in the United States from Germany and settled in a large city.”

2. “I work in a factory where I sew buttons onto clothing.”

3. “I do not own any slaves, but I still think slavery is a good thing. It helps farmers and even poor whites like myself are better than slaves.”

4. “I work in the banking business.”

5. “ I am an abolitionist who is fighting against the cruel system of slavery.”

6. “I live in a rural area, where it is several hours to the closest city.”

Other applications: Can be used to explain differences between geographic regions, reinforce vocabulary, political parties (current and historical), characteristics of branches of government.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**HOW A BILL BECOMES A LAW – LAB REPORT**

**PROBLEM**: State the problem. State the problem in today’s society, law, government, etc. that you think can be solved.

**OBSERVATION**: What evidence have you witnessed leads you to believe there is a problem? Use specific evidence from newspapers, TV news, internet research, etc.

**HYPOTHESIS**: (This is your proposed bill.) Your bill should address the problem and observations you stated above.

**PROCEDURE**: You will create a very clear and detailed procedure for how a bill becomes a law. You can use Chapter 5, section 4 in your book to assist you. Somewhere in your procedure, you should utilize the following terms: Senate, House of Representatives, Floor Leader, Party Whip, Joint Committee, and Bill.

**ANALISYS**: You will need to look deeper into your proposed bill. Think about the following questions: Was it proposed by a Democrat or Republican? What was some of the opposition? Did it pass the same way it was presented, or was it changed in anyway? Did the President support the bill, or veto it? Be creative and thoughtful here.

**CONCLUSION**: State the detailed law that has been passed.

1. Be sure to use the terms and answer the questions listed above.
2. Any graphic organizers, charts, or drawings you use to illustrate your Procedure or Analysis will be bonus.
3. The FINAL LAB REPORT must be written neatly, or typed, on lined paper (no rough edges.)

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_ Section\_\_\_\_\_\_\_\_\_\_\_

Colonization Point of View Exercise

***Step 1--Directions: Choose a role. Circle your choice.***

|  |  |
| --- | --- |
| Roles | Missionary  Conquistador  Owner of an encomienda  Villager / Worker on an encomienda |

***Step 2--Directions: Complete the before and after graphic organizer. Some answers may be the same depending on your role. Remember to stay in character for the role you chose.***

I am \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (list your role here.)

|  |  |  |
| --- | --- | --- |
| Question | Before | After |
| Where are you living? |  |  |
| Where are you from? |  |  |
| What do you do for a living? |  |  |
| Are you wealthy? |  |  |
| How do you get your food? |  |  |
| What language do you speak? |  |  |
| How do you feel about Spanish explorers coming in to Latin America? |  |  |
| What was your life like before the explorers and after? |  |  |
| How has your life been changed by the new explorers? |  |  |

***Step 3—Directions: Write 2 paragraphs explaining the before and after effects of colonization for your role. These should be written in the point of view of your character. They can be written in the form of a diary or journal entry. Paragraphs should be written in a proper paragraph form (topic Sentence, 3 supporting details, concluding sentence)***

***Before***

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***After***

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**DOCUMENT ANALYSIS WORKSHEET**

**1. Type of primary document (check one):**

\_\_\_\_\_ Journal or diary entry

\_\_\_\_\_ Census

\_\_\_\_\_ Letter

\_\_\_\_\_ Trade card

\_\_\_\_\_ Newspaper

\_\_\_\_\_ Drawing or painting

\_\_\_\_\_ Poster or broadside

\_\_\_\_\_ Legal document

\_\_\_\_\_ Print

\_\_\_\_\_ Contract

\_\_\_\_\_ Bill or declaration

\_\_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. Title of the document: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**3. Where written: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**4. Date of document: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**5. Author(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**6. Summarize the document’s content:**

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**7. What was its purpose? Why do you think the document was written?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**8. What evidence in the document helps you know why it was written? Quote from the document:**

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**9. List two things the author(s) stated that you think are important and why.**

**Important Why**

**a. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**b. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**10. List two things that the document tells you about life at the time it was created:**

**a. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**b. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Good Luck!**

**Be Creative and Accurate!**